

GUIDING READERS

This document is intended to provide support to teachers who are eager to guide readers in ways that align to their specific strengths and needs, although it is by no means complete. Please consider using some of these interventions and add your own to this list.

Step One: Focus on a Target Skill	Step Two: Assess Behavior <ul style="list-style-type: none"> ✓ Notice and document reading behaviors ✓ Know that behaviors are not accidental 	Step Three: Investigate Further <ul style="list-style-type: none"> ✓ What is prompting the behavior? ✓ How does the behavior influence comprehension?
Fluency	<p>Self-Corrections Reader recognizes miscues and rereads words.</p> <p>Omissions Reader omits words</p> <p>Substitutions Reader replaces words present in text</p> <p>Insertions Reader adds words to the text</p> <p>Repetition Reader repeats parts of the text</p> <p>Reversal Reader reverses letters or words</p>	<p>Is the reader reading too fast or too slowly?</p> <p>Does the child read letter-by-letter? Word-by-word?</p> <p>Does the reader self-correct only when words are misread, or does the reader over-correct when words have been read properly?</p> <p>Does the reader struggle with visual tracking?</p> <p>Has the reader developed a solid sight word foundation?</p> <p>When substituting, are readers relying on semantic, syntactic, or grapho-phonetic clues?</p> <p>Is the text too difficult for the reader?</p> <p>Does the reader rely exclusively on letter sounds to decode?</p>

Created by Angela Stockman, WNY Education Associates 2010 stockmanangela@gmail.com

References:

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Step Four: Intervene to Improve Fluency

If You Notice.....

The reader reads so fast that it impairs comprehension

The child reads word-by-word

The child reads letter-by-letter

The child comprehends, but reads at a slow pace

The child reads so slowly that comprehension is impaired

The reader relying exclusively on letter sounds to decode

The reader lacks awareness of sight words

The child guessing at unknown words

Then Try....

Focusing on reading for meaning by focusing on specific comprehension skills.

Predicting and pretelling, reader's theater, modeling fluent reading, tracking

Helping the child see words as whole by using word sorts, word walls, rhyme, word of the day, and the VAKT approach (creating visual, auditory, kinesthetic, tactile meaning)

Model fluent reading, shared reading, choral reading, tape recorded reading, read alouds, monitoring and building words read per minute

Activate prior knowledge (KWL, anticipation guides), think aloud, ensure that text is at appropriate level

Directly teach other strategies, including onsets/rimes, words within words, structural analysis, and the use of context clues

Use word walls, personal dictionaries, and writing to establish a foundation

Model and guide the use of graphic, syntactic, and semantic strategies including finding little words inside of big words, cloze, structural analysis, onset/rime, word sorts, and writing

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Comprehension	<p>The reader uses various strategies to monitor and repair comprehension. These include but are not limited to:</p> <p>Predicting Reader uses text and its features to make informed guesses about what might happen</p> <p>Determining Importance Reader is able “sift” what is essential within the text from what is not</p> <p>Visualizing Reader is able to form mental pictures from information provided by text</p> <p>Connecting to Content Reader is able to connect characters, themes, conflicts, and events within text to personal experiences, other texts and media, prior learning, and global issues</p> <p>Inferring Reader is able to use text evidence and background knowledge to form judgments, draw conclusions,</p>	<p>Does the reader use pictures, text, skimming, and scanning to shape predictions before, during, and after reading?</p> <p>Is the reader able to defend their determination of the words, sentences, and paragraphs are critical to comprehending the text?</p> <p>Does the reader use all five senses and background knowledge to create spontaneous mental images of text?</p> <p>Does the reader use mental images to form conclusions about the text and recall details?</p> <p>Does the text remind the reader of his or her own life, prior learning, or world issues?</p> <p>Does the reader use background knowledge about text structure and organization to aid comprehension?</p> <p>Does the reader actively seek implied information from the text?</p> <p>Does the reader pause, slow pace, or revisits portions of the text in</p>

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	<p>consider implications, and determine purpose</p> <p>Synthesizing Reader considers different elements of the text to establish meaning, continually revise thinking, and evaluate text</p> <p>Questioning Reader forms a variety of questions about the text as it is read, and these questions inform and guide meaning-making</p> <p>Retelling Reader reprocesses large segments of text, considers sequence of events and ideas, and determines significance</p> <p>Monitoring Comprehension Reader is aware when comprehension breaks down</p>	<p>order to infer?</p> <p>Does the reader ask questions intended to clarify meaning, root out implied meaning, or speculate about the text or the writer's purpose?</p> <p>Does the reader summarize the text and discuss the importance of the events, ideas, and themes?</p> <p>Can the reader tell when he or she no longer understands what is being read?</p> <p>Does the reader stop reading and apply a variety of strategies to repair comprehension when needed?</p>
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Step Four: Intervene to Improve Comprehension

If You Notice.....

The reader is unable to determine importance in text

The reader is unable to create mental images of text

The reader is unable to infer

The reader isn't aware when comprehension breaks down

The reader does not pose or pursue questions

Then Try.....

Modeling through think aloud AND.....

Activating prior knowledge, establishing a purpose for reading, prompting reader to identify repetition and striking use of visuals, point out non-examples

Prompting readers to use their five senses to describe what is read, asking readers to use stick figures or other simple visuals to represent important details from text, asking readers to locate images or artifacts that represent text

Inviting readers to capture what is known, what their hunches are, and what they might theorize based upon this. Requiring readers to make predictions and gather text evidence to prove validity. Struggle with the unknown by slowing down, rereading, and revising previously held beliefs.

Prompting readers to pause intermittently to ask themselves if the text makes sense to them, what may not make sense, and if this lack of understanding influences meaning. Teaching readers about the three voices that readers listen to and how to rely on their "second voice."

Coaching readers to compose "thick" and "thin" questions, understand and leverage question-answer-relationships, evaluate quality of questions, and engage in dialogue and debate that is driven by reader generated questions

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<p>The reader does not connect to text or rely on schema</p> <p>Readers are not aware of changes in their thinking</p> <p>The reader is unable to make predictions</p> <p>The reader is unable to retell</p>	<p>Activate prior knowledge, ask students to chunk knowledge and connect chunks together, ask student to re-evaluate and revise what they think they know, invite students to articulate text-to-text, text-to-self, and text-to-world connections</p> <p>Ask readers to capture their thinking as they read, assess how it evolves over time, and determine how different elements of the text fit together.</p> <p>Use picture-walks, activate background knowledge, invite readers to skim and scan to build an awareness of the text, set a purpose for reading, demonstrate how you make predictions</p> <p>Model how readers determine importance within paragraphs, larger chunks of text, and in the text as a whole. Use reciprocal reading approaches. Teach readers how to chunk text and summarize/visualize within the margins.</p>
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Word Solving	<p>The reader uses a variety of strategies to understand words.</p> <p>Phonemic Strategies Reader can “sound words out”</p> <p>Visual Strategies Reader relies on how the word looks</p> <p>Morphemic Strategies Reader determines the meaning of the word (often from context)</p> <p>Linking Strategies Reader connects words to others that are known or those that seem similar</p> <p>By Inquiry Reader researches the meaning of the word</p>	<p>Does the reader vocalize the way letters and words sound?</p> <p>Does the reader describe or draw mental images that take shape and express how they change?</p> <p>Does the reader attempt to determine meaning by reading the text surrounding the word and inferring possible meaning?</p> <p>Does the reader compare unknown words to those that are previously known?</p> <p>Does the reader rely on peers, texts, web tools, and personal word lists to determine the meaning of unknown words?</p>

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Step Four: Intervene to Improve Word Solving

If You Notice....

The reader doesn't recognize letters

The reader doesn't recognize the way letters sound

The reader decodes well but only relies on letter sounds

The reader doesn't use context clues to determine word meaning

The reader does not make connections between words that are known and unknown

The reader doesn't investigate the meaning of unknown words

Then Try....

Alphabet books, magnetic letters, alphabet sound word examples

Read alouds, tongue twisters, rhymes, poetry with assonance and consonance, onomatopoeia

Word sorts, onset/rime, cloze, word banks, making big words out of little words, finding little words inside of big words

Prompt readers to pay attention to examples within the text that indicate what words might mean. Encourage them to pay attention to how often the word is used and in what ways. Train readers to look for descriptions following the use of adjectives—these give clues to what words mean. Help readers look for clues for what words may **not** mean.

Use webs, word wall sorts, and activities like list-group-share to help readers build connections between words.

Make resources available to readers, including web tools. Teach readers how to use these resources when it makes sense to.

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Motivation and Independent Reading Skills	The reader is confident, knows reading strengths and preferences, and uses a variety of skills to identify and locate reading material	Does the reader choose appropriate texts to read? Does the reader name specific genres and writers that he or she prefers over others? Does the reader recommend reading material to others?
Step Four: Intervene to Improve Reading Motivation and Independent Reading Skills		
If you notice..... Readers lack confidence If the reader chooses texts that are too difficult or too easy If the reader shows little interest in reading If the reader doesn't know how to find books to read		Then try..... Invite reader to read to younger children, encourage them to tally numbers of books read, choral reading, shared reading Assess reading levels, teach children to identify “just right” books or to use five-finger rule. Help readers define their interests, passions, and strengths outside of school so that they may connect reading choices to this. Teach readers how to establish an RSS feed and subscribe to blogs. Read aloud to the child. Locate high interest texts for at-risk readers. Provide daily time for informal book chats. Encourage readers to use iPods to listen to text. Allow choice. Create a classroom library, encourage book swaps, work closely with your librarian to make time for visits and instruction, explore web opportunities for free books, and invite readers to share their growing strategies for finding appropriate and interesting texts.

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